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USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING FINE ARTS.

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ANNOTATION

This article fully describes the methods of using modern pedagogical technologies in the organization of fine art classes, the application of pedagogical renewal processes to educational practice, and the issue of pedagogical technology in teaching visual arts at school.

Key words: fine art, pedagogical technologies, renewal, thematic composition.

INTRODUCTION

Currently, in educational institutions, methods of organizing theoretical and practical lessons are being used as a test experiment through various new projects of teaching. The volume and types of work carried out in the visual arts are also extremely diverse, requiring additional simple and complex processes from the artist-pedagogue than in other disciplines.

As is known, renewal is an internal change of the entire system based on certain laws.[1] Pedagogical renewal refers to a complex of quantitative and qualitative changes taking place within the pedagogical system, aimed at improving the results of global changes and developments taking place on a global scale.

Pedagogical activity in harmony with the new era is a holistic expression of new ideas, processes, tools, methods, and techniques that serve to guarantee the achievement of high-level results in the qualitative improvement of the entire pedagogical system

MATERIALS AND METHODS: As is known, the driving force of man and his society is human thinking. Thought is a complex of intelligence and worldly knowledge. As is known, each country and society has its own educational system and teaching technology. But in this technology, of course, the world and universal educational system and teaching technology are creatively used and enjoyed[2].

Therefore, special attention is paid to teaching academic subjects based on pedagogical technologies. In particular, schools are switching to teaching the subject of fine arts using new pedagogical technologies.[3] For this, the need to prepare and produce didactic materials, exhibitions, and methodological literature for lessons on the subject of fine arts remains an important task today.

As is known, in order to use pedagogical technology in the field of education and to achieve its effectiveness, it is necessary to study a specific didactic process. So far, no systematic scientific work or methodological and didactic manual has been published on the issue of pedagogical technology in teaching fine arts at school. Therefore, when considering this issue, we found it necessary to study the issue more broadly and analyze the issue of technology, pedagogical technology, and then the use of pedagogical technology in teaching fine arts.

As is known, fine arts lessons are carried out in the nature of five types of lessons or technologies:

1. Drawing based on an object.
2. Work on a thematic composition.
3. Decorative applied and decorative art.
4. Sculptural work.
5. Conducted in the types of lessons based on the basics of art history

Although the technology of this lesson is the same in content, the teaching technology in them is certainly different from each other. That is, in the lessons of "drawing a thing by itself", the subject is depicted from nature, seeing the object itself, and from nature as much as possible, the form is depicted. In thematic composition, students draw a picture based on thinking, looking into the distance, remembering something. In sculpture, however, not with pencils and paints, but with clay and plasticine, and, at least a little, with the means of physical labor.

If we say that the pedagogical technology of teaching fine arts is a pedagogical activity that guarantees a pre-planned result by giving students knowledge and skills in fine arts, embodying the laws and rules of personal development on this basis, how can its didactic process and methodological direction be interpreted?

DISCUSSION AND RESULTS. Pedagogical technology - as a complex process, consists of a number of stages of education, and, in turn, each of these stages consists of its own actions.[4] If we consider a lesson in fine arts, that is, an activity carried out for a guaranteed result within a 45-minute period, using all the possibilities, conditions, tools, didactics, methodological methods (regardless of their level) - all this will be the pedagogical technology of fine arts lessons. Also, the knowledge and skills given to students in fine arts are carried out in accordance with the educational principle of didactics.

Because the school subject of fine arts teaches students to artistic, moral, aesthetic work, to respect their people, their Motherland, and the creativity of their ancestors. Also, according to the requirements of the technology and didactics of teaching fine arts, each lesson provides an opportunity for students to apply the knowledge and skills they have been given in practice in this lesson itself, and drawing practice is carried out based on the new knowledge and information provided in the main part of the lesson. According to this opportunity and conditions of this subject, positive changes are manifested in its teaching technology.

Another didactic principle that is of great importance in teaching fine arts is to create conditions and opportunities for teaching in accordance with the students' ability to depict, knowledge, and skills. This principle provides an opportunity to involve all students in drawing and creating images.

According to the requirements of the lesson and educational technology of the visual arts subject, it is desirable for the teacher to act boldly, think, speak clearly, be concise, meaningful, and use gestures more. A visual arts teacher must be a good listener, be able to reason, and also have a high level of reading, writing, speaking, and drawing. In general, a visual arts teacher differs from other subject teachers in his creativity, initiative, and fairness. Because he must constantly be engaged in drawing, directly creating a work of art. He is always in the process of creating something new.

He also organizes a visual arts cabinet on his own initiative. He makes something (didactic material, exhibition equipment) every day. He is engaged in increasing the natural fund. He works on himself to improve his pedagogical skills. A skilled teacher of fine arts adapts his lessons to work on the basis of modern pedagogical technology.

In teaching fine arts, the teacher uses the new pedagogical technology "Lesson Technology":

• modular teaching technology;

• accelerated teaching technology;

• based on problem-based teaching technology, he teaches students to acquire knowledge and skills based on independence, initiative and creativity;

• using principles such as differentiated teaching technology, increasing the effectiveness of lessons.

The teacher uses the didactic process of new pedagogical technology called motivation to introduce and prepare students for a new lesson, new educational material. Indeed, human creative activity is an important factor in its comprehensive development, and it cannot be imagined without aesthetic fulfillment. Human life, lifestyle, and changes in it take place surrounded by objects in the environment.

Colorful objects and objects give beauty and elegance to existence, and encourage a person to look at it through these laws. As in all areas of education in our republic, a lot of research has been conducted in the field of fine arts. Positive work is being done in educational institutions to implement active teaching methods that allow achieving positive results in the field of developing students' creative activities.

Nowadays, it is undoubtedly impossible to get a new quality education using outdated pedagogical methods. The educational process requires new innovative technologies that keep up with the times. By linking important elements of the innovative pedagogical process to fine arts, it leads to the implementation of a person's self-management and creative thinking in practice. In this case, one of its most important directions is the development of students' cognitive activity, which leads to the activation of students' educational work and professional specialization.

In order to consolidate knowledge and develop thinking on the topic of the lesson in the visual arts learning process, innovative educational technologies (the “Innovation in Education (STEAM)” project), interactive methods (brainstorming, concept identification, sequence of confusing logical chains) and graphic organizers (cluster, B-B-B drawing, “Why” drawing, “How” diagram and categorization table) can be effectively used.

Depending on the direction, various methodological methods and non-standard tests aimed at determining the level of pedagogical intelligence and professional competence of students are used using computer tools. In this case, test tasks are not only in the form of verbal expressions, but also in the form of animated videos. The use of computer technologies ensures that students understand the lesson and quickly perceive information. In addition, students are involved in creative activities that cultivate their personal qualities. Visual arts create a positive spiritual environment, they begin to form certain cultural and moral characteristics, their worldview expands. The principles of information exchange on the computer open up the possibility of organizing a traditional lesson and reviewing it together.

More attention is paid to classes that allow for a broad and holistic perception of works of fine art using innovative technologies. Analyzing works of fine art through computers, organizing virtual tours of museums and galleries, using various audio texts, music, and animation decorations, provides an opportunity to see them as in real life. Practical testing of the interrelationship of innovative technologies in fine art, literature, music, and artistic creativity in general serves to revitalize the active participation of students in classes.

The interrelationship of education increases students' interest in acquiring knowledge and art. Under the influence of new educational methods, students develop the skills of broad thinking, high research, creating innovations, substantiating them, and treating them as a means of applying them in practice. On this basis, a sense of readiness for professional activity is formed, and the experience of independent creativity increases. When actively engaged in new generation

multimedia technologies, students' perception of works of art is formed faster. The active use of innovative technologies in fine arts classes develops the associative thinking, imagination and artistic perception of a modern student. Fine arts classes organized on the basis of the use of the ideas of the theory of new pedagogical technologies occupy a leading place in the education of highly qualified specialists.

Many teacher-artists who have realized this are making effective use of computer tools in the use of innovative technologies in fine arts classes. They use these tools to conduct "master classes" on the subject, trips to famous art museums in the world, showing 3D videos of works by great artists, graphic organizers and non-standard tests. In particular, the teacher personally demonstrates the process of creating a composition, achieving an interesting course of practical classes.

CONCLUSION. Based on the new conditions of our life, the use of computer tools and innovative technologies in the educational process can be explained by the increase in the volume of information, scientific and technological development in society. Innovative technology, which implies the gradualness of pedagogical activity, is a modern process aimed at forming a future specialist as an active, creative person who can independently view life and educational activities, and approach them creatively. The technological approach to education is one of the factors that effectively influence the pedagogical process. Pedagogical innovation is aimed at improving the quality of the educational process and qualitatively improving pedagogical practice. We can say that modern education is unthinkable without innovative technologies that increase the possibility of using them in the educational process, such as computer graphics. This greatly contributes to the student's figurative thinking, along with viewing the proposed image, as a whole. They create the opportunity to combine theoretical and visual materials.

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